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ABSTRACT

This handbook describes the full-day kindergarten program implemented by School District 74 in Lincolnwood, Illinois. After statements defining the developmental kindergarten, outlining objectives of the full-day kindergarten, and providing background information, the handbook: (1) lists advantages of the full-day kindergarten; (2) provides the daily schedule of activities; and (3) describes reading and writing, mathematics, social studies, science, music, art, physical education, and English as a second language curricula; as well as the classroom learning center and speech and language services. (RH)

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LINCOLNWOOD SCHOOL DISTRICT 74

FULL DAY KINDERGARTEN PROGRAM HANDBOOK

THE TODD HALL SCHOOL
3925 WEST LUNT AVENUE
LINCOLNWOOD, ILLINOIS 60645

PS 016368

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INTRODUCTION

It was just one hundred and twenty-five years ago that the first public kindergarten was established in the United States. Since then the number of schools, both public and private, providing experience for five year olds has expanded to every state in the country. While some states were slow to respond, others, such as Illinois, have been in the forefront of kindergarten and early childhood education.

Through most of this period kindergarten has been viewed by educators literally as a child's garden or a place where children grew and matured. Many experiences were provided but the appropriateness and timing of such experiences for the individual were not considered. Also, not much attention was focused on the diagnosis of learning problems. It was felt that maturity and time would take care of these situations.

The Lincolnwood School District, in exploring and studying the area of early childhood education, felt that kindergarten was the place to begin a focus and make some needed changes. District 74 had previously operated a successful half-day kindergarten program. The objectives had been to assist the child to develop socially, intellectually, emotionally and physically in a safe stimulating environment. The program also included a strong emphasis on pre-reading readiness, math skills, language and motor development. In addition, teachers planned individual and group activities for children in the areas of science, social studies, art, music, library and physical education.

The goals and objectives which were the foundation of the traditional half-day kindergarten also provide a sound basis from which to conduct a full day program. These goals and objectives are explored in greater depth within the additional time provided by the full day program. Rather than an accelerated program, the full day session provides additional enriching activities and opportunities to explore the goals and objectives essential to the traditional kindergarten program. Representative experiences are as follows:

Language development

Field trips to local places

Independent interest centers where children can work on their own in areas they wish to pursue

Creative drama corners in the room will provide a variety of dress-ups and situations to role play

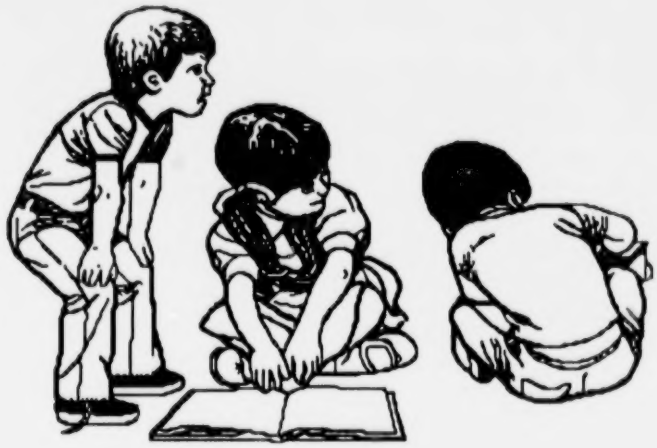
Cooking and baking activities that will revolve around holidays and special events

Extending large motor activities through musical rhythms, group games and outdoor play

An introduction to the learning center and the development of an appreciation for books

These experiences allow further opportunity to gain the skills of independence and self-discipline, as well as more time for play, stories, art, movement and language activities.

In addition, the full day kindergarten provides greater opportunity for children to socialize with others and develop specific skills. With students whose native language is not English, the full day of exposure to English conversation and instruction has been demonstrated to be most beneficial to their development. Most importantly, the full day helps to facilitate a smooth transition into first grade.



PHILOSOPHY

The District 74 Full Day Kindergarten Program follows the basic definition of a developmental kindergarten as set forth by the Chicago Association for the Education of Young Children. This definition states:

A developmental kindergarten provides:

a learning environment which recognizes and responds to a child's needs in each of the developmental areas: physical, social, emotional and cognitive

an opportunity for the child to initiate interactions with people and materials to facilitate learning in the developmental areas

In addition, it is held that full day kindergarten:

will provide for a happy and positive introduction to school and the educational process

help to build a good self-image in each child by focusing on individual needs

reduce the need for support services at later grade levels

build a solid foundation for later academic growth

ADVANTAGES OF FULL DAY KINDERGARTEN

The full day concept for kindergarten is relatively new and the body of research has not yet been established. However, there are many advantages to this type of program that can be seen on a daily basis. The following listing outlines just a few of these advantages:

allows for longer blocks of uninterrupted time for learning experiences

provides more time to diagnose children's needs

allows time for students who enter kindergarten with advanced reading skills

provides time for science and social studies activities

enables students to take advantage of field trips and cultural arts programs

provides more time for individualization and small group instruction

allows for creative teaching experiences - cooking, drama, art, etc.

encourages more parental involvement

allows time for complete programs in art, music and physical education

provides a full day of language experience to ESL students

enables piloting of several new kindergarten components - handwriting, achievement testing and kindergarten screening

allows time for students to receive exposure to beginning computer literacy programs

LINCOLNWOOD SCHOOL DISTRICT 74
TODD HALL DAILY SCHEDULE
1986-1987 KINDERGARTEN PROGRAM

8:35 A.M. TO 2:35 P.M. - 6 HOURS - FULL DAY
8:35 A.M. TO 11:10 A.M. - 2 HOURS 35 MINUTES - HALF DAY

TODD HALL DAILY SCHEDULE
1986-1987 KINDERGARTEN PROGRAM
8:35 A.M. TO 2:35 P.M. - 6 HOURS - FULL DAY

8:35 A.M. **Bell:** Entry

8:45 A.M. **Beginning Activities**
Attendance
Pledge
Lunch Count
Helpers
Weather Story

9:00A.M. **Language Activities**
Read: Alpha Time
Getting Ready to Read
Language Experience: Expressive Writing

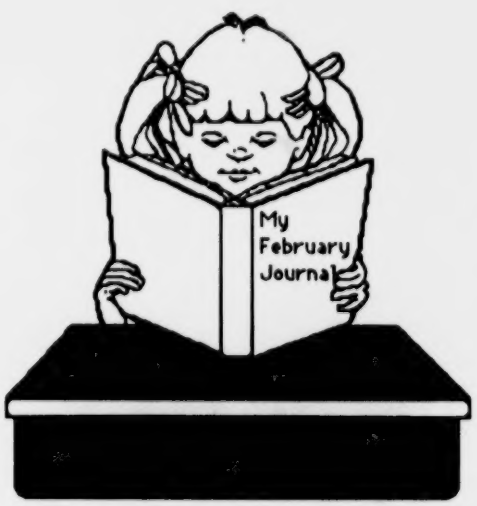
9:30 A.M. **Directed and Free Play Activities**

10:00 A.M. **Math**

10:30 A.M. **Recess Time**

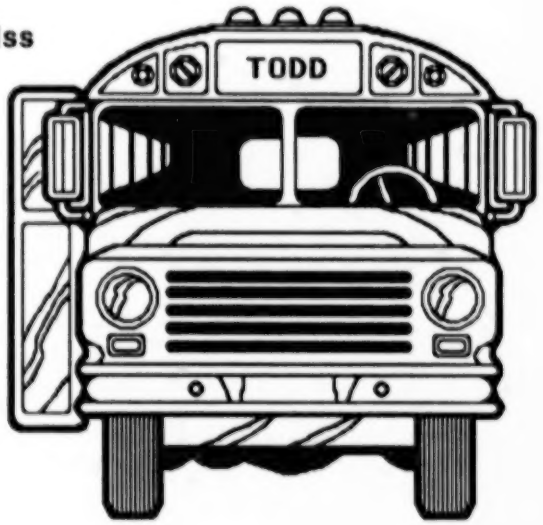
10:45 A.M. **Story Time**
Movement
Music (Music Teacher)

11:15 A.M. **Lunch / Recess**



TODD HALL DAILY SCHEDULE
1986-1987 KINDERGARTEN PROGRAM
CONTINUED

12:05 P.M.	**Quiet Time** Rest Story Time
12:20 P.M.	**Science** **Social Studies**
12:45 P.M.	**Physical Education** Motor Facilitation Motor Moms
1:15 P.M.	**Specials** Learning Center (Library & Computer Time) Cooking Activities Films
1:45 P.M.	**Directed Play**
2:00 P.M.	**Arts and Crafts**
2:25 P.M.	**Prepare to Dismiss**
2:35 P.M.	**Dismissal**



CURRICULUM

READING AND WRITING

Children enter kindergarten at very different stages of development. Some have print awareness and others do not. Some are on the verge of reading; others already are. The goal is to accommodate the needs of all children within (not pull-out) the classroom setting. The full day kindergarten program provides experiences for all children who have had few opportunities to use books, paper and pencil and for children who are already reading and writing conventionally.

A whole language approach assures children daily opportunities to read, write and talk.

MATH

The main focus of mathematics in kindergarten is on learning concepts through active involvement with concrete materials. Children need to perform actions on objects to begin to make relationships. Using concrete materials, they are permitted to be active observers who can begin to make predictions and comparisons. Math concepts are best learned if they are practiced in a meaningful context. Activities are adapted to the level of each individual child. Children also need activities which allow them to correct themselves and each other. This is accomplished through games where children broaden their number knowledge and observe others' numerical concepts. It is important for kindergarten teachers to recognize children as active not passive learners. The formal math program integrates Addison-Wesl ey Mathematics with Math Their Way.

Math Activities

I. Free Exploration
   - A. Exploring the potentials and limitations of various materials
   - B. Observing similarities and differences
   - C. Measuring and comparing volume, mass and length
   - D. Developing language skills

II. Patterning
   - A. Divergent thinking
   - B. Extending, completing, describing and analyzing patterns
   - C. Translating patterns from one form to another

III. Sorting and Classifying
   - A. Divergent thinking
   - B. Observing similarities and differences
   - C. Making comparisons of size, shape, color and detail
   - D. Relating abstract ideas to their concrete existence in the real world

IV. Counting
   A. Learning the sequence of number names both forward and backwards
   B. Using the sequence of number names to identify the quantity of groups of objects

V. Comparing
   A. Comparing lengths, masses, quantities, durations and volumes
   B. Measuring with non-standard units
   C. Making and testing predictions
   D. Developing language skills

VI. Numbers at the Concept Level
   A. Exploring and describing the possible arrangements of a given number of objects
   B. Exploring addition and subtraction with concrete materials.

SOCIAL STUDIES

Social Studies is an integral part of the kindergarten program. This area provides the children with experiences that will help them learn about themselves. In addition, it is also important that they learn about others and the world around them.

There are three important objectives to be reached:

1. To help children gain self-confidence and self-discipline and to become self directed.

2. To help children learn to live with others in cooperative ways.

3. To help children learn about their family, community and school.

These objectives are achieved through spontaneous and guided play, numerous excursions within school and community, and by having resource people invited into the classroom.

SCIENCE

Recent literature in early childhood science, based in Piaget's Theory of Cognitive Development, stresses the experiencing process, questioning and problem solving rather than on learning the facts and information.

Young children need a rich physical environment, and time to manipulate or play with the materials provided. Through play, they make discoveries that provide a base for conceptual development which they will build upon the rest of their lives.

Opportunties are provided for children to investigate the physical world, ask questions, and seek information through further experiences.

LEARNING CENTER

Each class has one formal Learning Center period each week. In addition, drop in privileges are available whenever the center is not in full use. As part of this program, kindergarten students are introduced to computers on a beginning literacy basis.

MUSIC

A carefully planned music program is a major tool in the enrichment and reinforcement of the kindergarten child's cognitive skills as well as social, emotional and linguistic development.

The main purpose of music education is to enrich the lives of the children by exposing them to enjoyable music experiences. Music education encourages learning in many ways which actively involve the child in his/her expression through speech, movement, singing, playing and improvisation. The child learns self-expression and develops self-confidence through a wide variety of interrelated musical experiences in performing, listening and creating. Music instruction is comprised of these sections in kindergarten: singing, rhythm, listening and creativity.

Students receive two thirty minute periods per week, taught by a music specialist.

ART

Classroom teachers incorporate concepts and principles of art into the day-to-day curricular activities. A variety of media and materials will be used to increase the child's awareness of art and art appreciation.

PHYSICAL EDUCATION

Students have 30 minutes of daily physical education. The focus of the program is on motor facilitation. This is a perceptual-motor development program with the primary purpose of helping each child to develop perceptual-motor abilities.

ENGLISH AS A SECOND LANGUAGE

The ESL Program offers the following:

1. Screening of all children from bi- or multi-lingual homes.

2. A pull-out program for Limited English Speakers in groups of no more than eight.

3. A pull-out program for Non-English Speakers on a one to one or no more than a group of three basis.

SPEECH AND LANGUAGE SERVICES

Students in the Full Day Kindergarten Program receive full speech and language support services including screening, diagnosis, counseling of parents and teachers, as well as direct and indirect speech and language rehabilitation services.